

2015 College Entrance Exams Summary Report

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Goal 1, Objective D, Measure 3

- Seeks to increase the number of students meeting high school graduation requirements necessary to be successful when entering post-secondary education and the workforce.
- Student performance on college entrance exams serves as one indicator of students' readiness for college level coursework.
- The two entrance exams most widely used by colleges across the nation are the Scholastic Aptitude Test (SAT) and American College Test (ACT).

SAT

- The SAT consists of three subject area tests in the areas of critical reading, mathematics, and writing.
- Scores for each section may range from 200 to 800, for a total possible combined score of 2400.
- SAT data is provided by the College Board, and reflects SY 2014-15 seniors who took the SAT at any time during high school through June of 2015.
- For students taking SAT more than once, only the most recent scores are reported.



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Key Points: SY 2014-15 SAT Report

- SCCPSS students earned an average combined score of 1,351
- Twenty-eight percent (28%) of SCCPSS students earned a combined score at or above the target score of 1,500.
- The percentage of students scoring at/above 1,500 has improved by 3 points compared to 2012.
- SCCPSS students' 2015 combined score is 51 points higher than it was four years ago, while the national average has fallen by 8 points during the same period of time.





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- **Beach, Johnson, New Hampstead, and the School of Liberal Studies at Savannah High** each improved their percentage of students meeting the CCRPI target compared to last year.

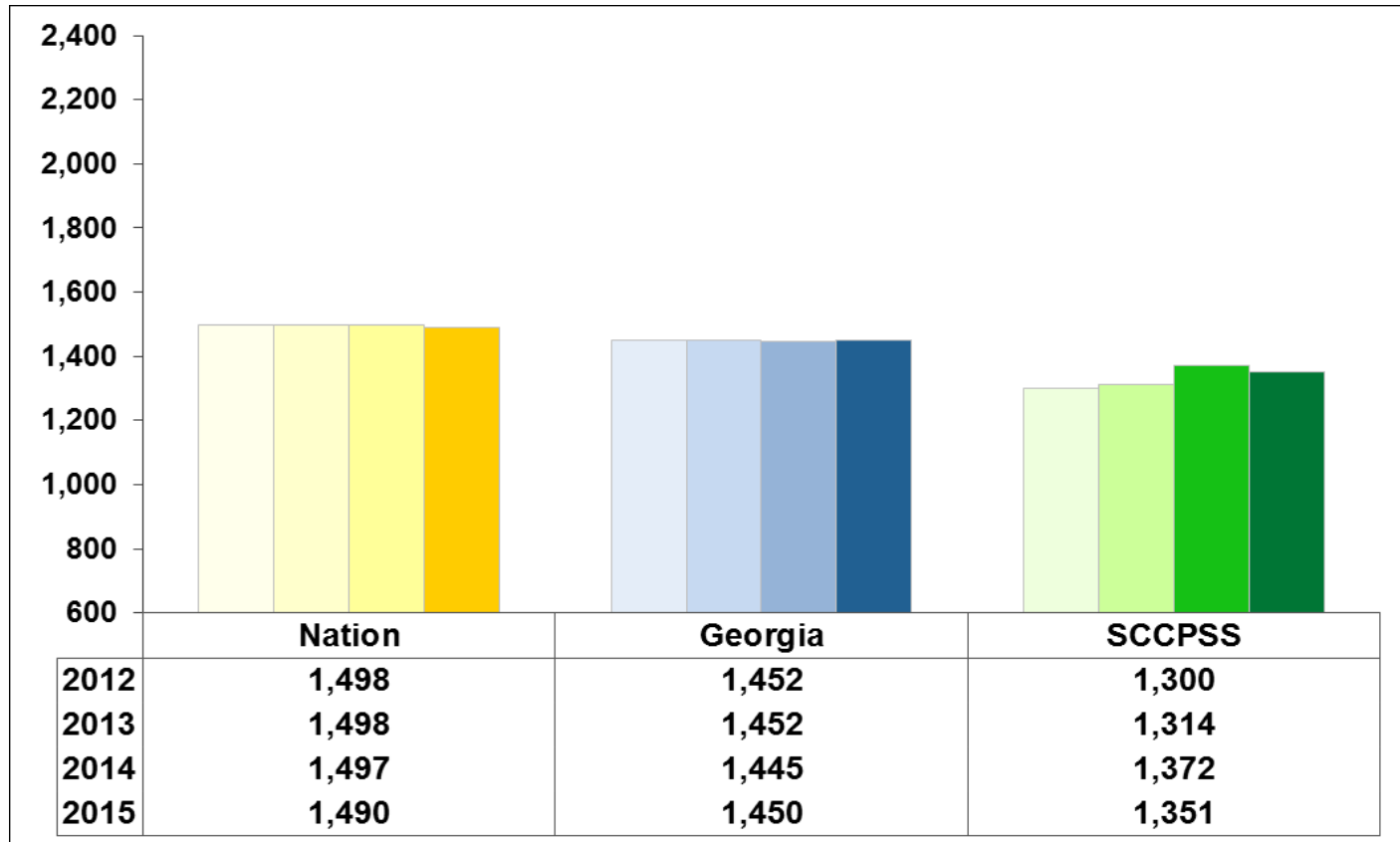




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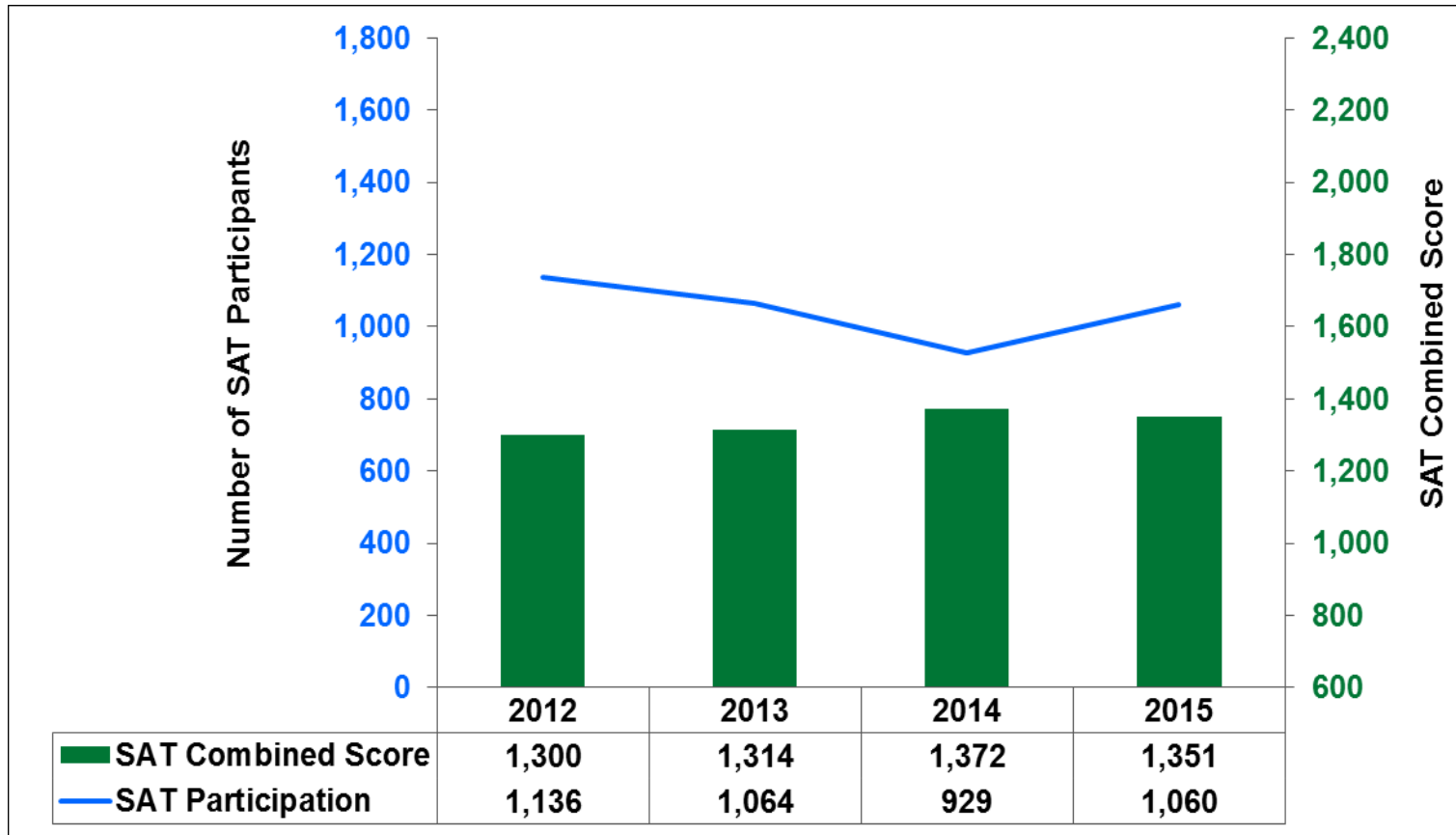
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Average Combined SAT Score: Nation, State, and District





Average SCCPSS Combined SAT Score with Participation



ACT

- The ACT consists of four curriculum-based tests in the areas of English, Mathematics, Reading, and Science reasoning.
- A composite or total score is also reported. ACT examination scores, including the composite scores, range from a low of 1 to a high of 36.
- These summaries include SY 2014-15 seniors who have taken the exam within the most recent three years.
- For students taking the ACT more than once, only the most recent scores are reported.



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Key Points: SY 2014-15 ACT Report

- Twenty-four percent (24%) of SCCPSS students earned a composite score at or above the target score of 22. This reflects a 2 point increase over the prior year, and a 3 point increase compared to 2012.
- SCCPSS students earned an average composite score of 18.7 which represents a highest score earned since at least 2000.
- SCCPSS students improved or maintained scores in all content areas over a one year period.





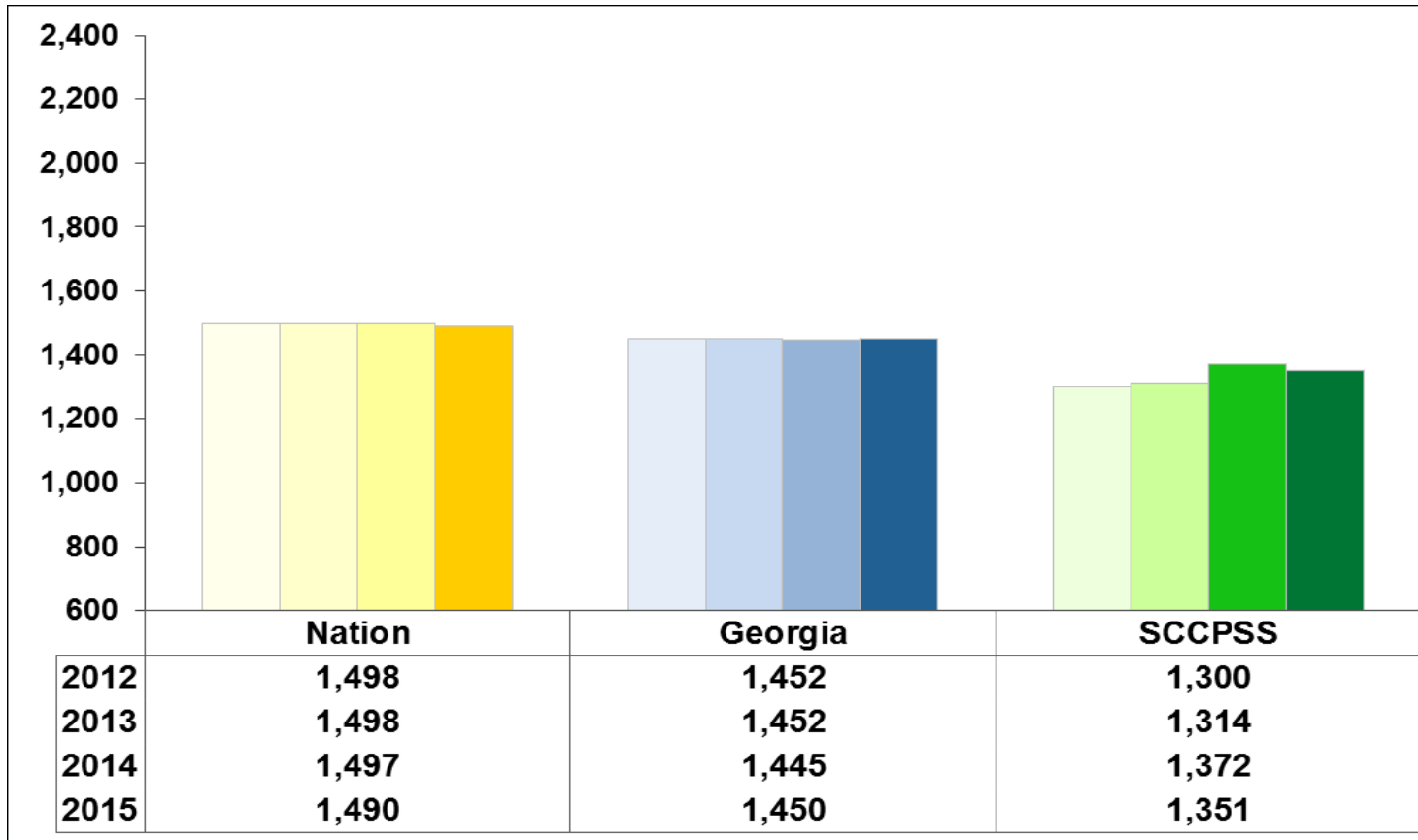
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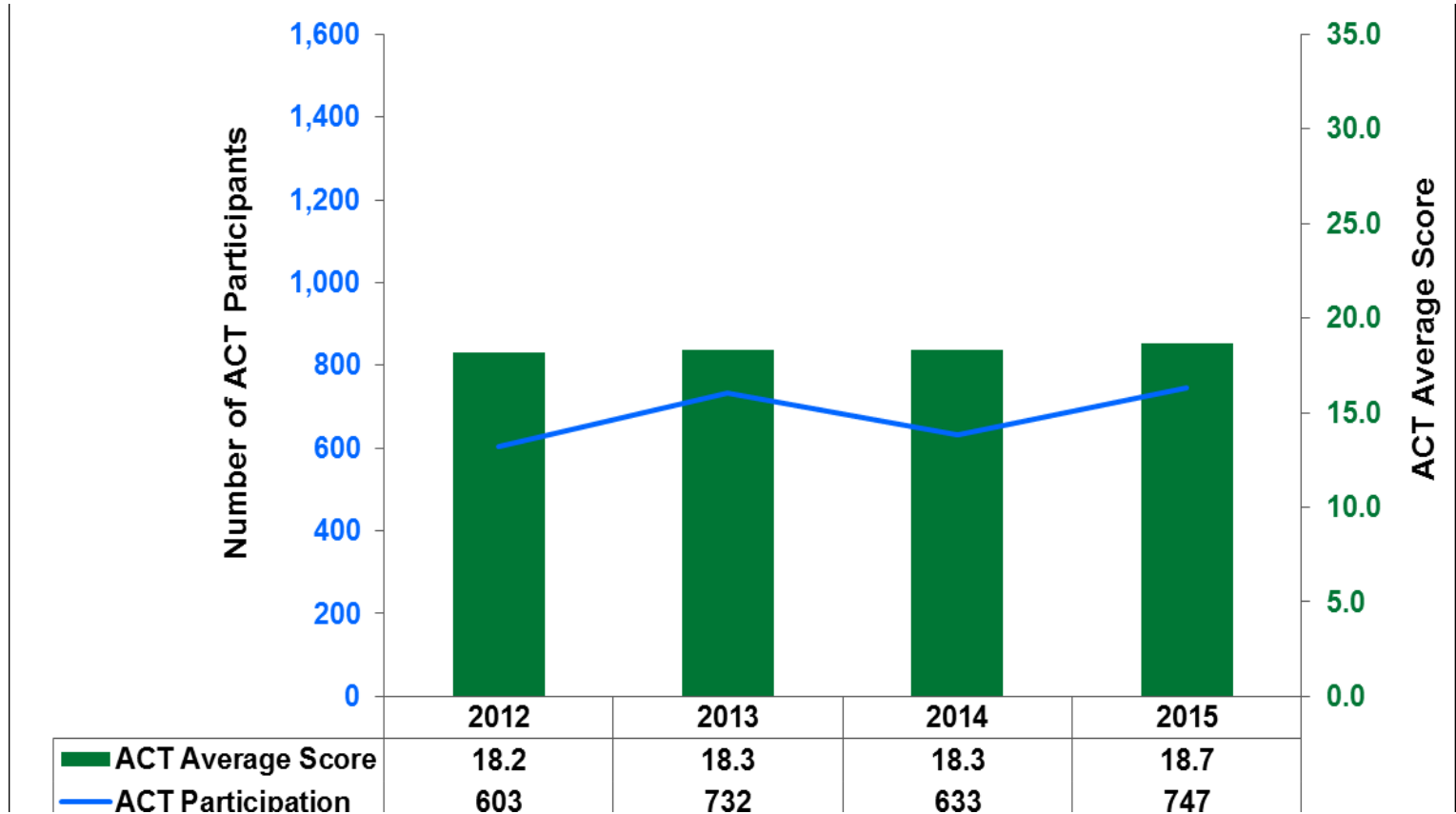
- **SCCPSS improved ACT scores while also increasing ACT participation.**
- **Beach, Jenkins, Johnson, the School of Liberal Studies at Savannah High, and Windsor Forest High** each made one-year gains in the percentage of students meeting or exceeding the CCRPI target score, with **Windsor** students achieving a double-digit increase compared to last year.



Average Combined SAT Score: Nation, State, and District



Average SCCPSS Combined ACT Score with Participation



Action Items

1. Academic Affairs staff, in partnership with the College Board, will provide the following support to teachers in order to improve student growth and achievement:
 - Monitor Intervention Plans of identified historically underperforming schools (Beach, Groves, and the School of Liberal Studies at Savannah High School) to ensure students have access to rigorous courses through (i.e. Honors, AP and dual enrollment).
 - Continue to provide ongoing professional development to teachers of Honors level feeder courses. This will increase students' capacity for rigor in AP, IB and dual enrollment courses.



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- Provide mandatory gifted certification courses to middle and high school teachers so they mayto plan challenging lessons and assignments which promote critical thinking.
- 3. Provide a mandatory (four-week) test prep course for 11th grade students in preparation for the November 2015 through June 2016 testing window.
- 4. Continue to enhance the district's professional video library and webinars for teachers on ACORN based on content specific research based instructional strategies.





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5. Maximize gifted FTE segments (middle/high school) through the early identification of students with the potential to be successful in rigorous courses (honors, AP, IB, SAT, ACT, etc.).
6. High school and middle school principals will provide vertical teaming opportunities (fall/spring/summer) among teachers based on feeder patterns to provide a continuum of knowledge and skills that build from one grade level to the next. This strategy is anchored in the skills, knowledge and concepts needed to engage all students in a higher level of learning while improving the quality of instruction.



Questions